Proposal
Strategic Transformation
College of Agricultural Sciences
Oregon State University
March 2010, Version D1A

Introduction and context

The College of Agricultural Sciences at Oregon State University (OSU) has a tripartite mission: teaching, research, and Extension. Resources for addressing these missions are provided from state appropriated funds to the University Education and General budget for the teaching component and to the Statewide Public Services budgets for the Agricultural Experiment Station (AES) and the OSU Extension Service. Funds from OSU Extension, in turn, are allocated to the College of Agricultural Sciences for the Extension Agricultural Sciences and Natural Resources Program (EASNRP). Additional extramural support is derived from various governmental agencies, non-governmental organizations, and corporate partners.

The College has experienced a series of significant state budget cuts over the past several years that, during the past year alone, has resulted in a reduction of state support by almost 15 percent.

The College dealt with these reductions by eliminating maintenance funds and reducing operating budgets for all departments and branch experiment stations, and holding vacant or eliminating more than 60 academic and staff positions. The resulting diminished capacity has significantly affected the College’s ability to generate extramural funding, delayed implementation of new programs, and left critical gaps in program areas.¹

As a means to deal with the long-term negative impacts of the deteriorating budget situation, the University undertook a strategic planning process that embraced realignment and reorganization of academic programs, departments, colleges, and support services. Because the College of Agricultural Sciences has a statewide footprint through its branch experiment station and Extension faculty and staff that extends well beyond its academic programs, realignment efforts within the College have addressed both its academic units on campus and its statewide units and programming.

During the past several months, the College of Agricultural Sciences has engaged in conversations with internal and external stakeholders, on and off campus, including a series of Town Hall meetings (face-to-face and by videoconference), about approaches to deal with (1) significant budget challenges and (2) strategic realignment of academic programs within the College that would be consistent with the University’s expectations. Based on a wealth of good counsel and support expressed by stakeholders, the College’s response proposes a transformation to an alternative structure reflecting a future with a smaller state-supported footprint, and that still allows us to deliver teaching, research, and Extension missions effectively and efficiently, albeit with changes made necessary by a state budget that could be as much as 20 percent smaller in the FY 2011-2013 biennium than at the start of the current fiscal year.

This document describes the proposed new structure to accommodate this smaller state-funded footprint, provides rationale and justification for the changes, and proposes a new name for the College reflecting its refined vision and enhanced focus.

¹ These affected programs are critical to the sustainability of Oregon’s economic, social, and environmental well-being: seafood product development, pollination biology, crop breeding and protection, viticulture and enology research and education, irrigation and water management, landscape plant materials and design, tree fruits, adaptation of agricultural and food systems to climate change (plant breeding, plant protection, carbon sequestration), rangeland ecology and management, dairy and beef sciences, and potato breeding and production.
Guiding principles

University guidelines

Direction from University administration, including that articulated by the Advisory Council for Budgetary and Strategic Planning and the Provost’s Implementation Plan for Strategic Alignment and Budget Reductions, provides both framework and guidelines for the College’s realignment plan. Details are available at: http://oregonstate.edu/leadership/budget

Unit leaders’ guidelines

A continuing independent dialog among the College’s unit leaders (academic department heads and branch experiment station superintendents) identified a number of criteria as important for consideration in restructuring. Among them:

- Improve efficiency of administration;
- Preserve and enhance strengths in areas consistent with institutional strategic plans;
- Streamline support functions;
- Preserve identity of and advocacy for academic programs for the benefit of students, alumni, and accreditation entities;
- Create opportunities for coordination of curricula across related programs;
- Provide structures to be competitive for future hires;
- Maintain and build excellence and strength in teaching, research, and outreach/Extension;
- Include unique programs to fill high priority/high value niche markets;
- Ensure critical mass of students and faculty;
- Seek potential for revenue generation; and
- Seek potential for increased efficiency and cost savings from programmatic integration.

The unit leaders also emphasized that any potential consolidations should be cognizant of proven organizational principles such as optimum management group size, span of control, and the specific needs of academia.

Strategic Discussions Panel counsel

Dean Sonny Ramaswamy appointed a small faculty group, the Strategic Discussions Panel, in Fall 2009 under the leadership of Emeritus Dean C. J. “Bud” Weiser and invited them to provide counsel on how the College might be restructured in order to enhance faculty effectiveness and synergy, and to meet the University’s guidelines. Among other factors, the Panel’s conversations were influenced by two major events in the biosciences and in food and agricultural sciences: the report, *A New Biology for the 21st Century: Ensuring the United States Leads the Coming Biology Revolution*, published by the National Research Council, and the establishment and subsequent direction of the U.S. Department of Agriculture’s National Institute of Food and Agriculture initiatives.

The panel concluded that:

- There is great likelihood of significant increases in federal funding for large-scale research, education, and Extension aimed at complex, cross-disciplinary societal problems;
- There will likely be continuing erosion of state support for the University’s teaching, research, and Extension programs with potentially large reductions pending;
- The number of College of Agricultural Sciences departments and programs and level of effort are not sustainable, and that programmatic cuts will be necessary;
- Faculty are significantly over-extended, and in need of enabling services not now available to help them do their jobs better.
The panel recommended that, in light of these realities, and University policies and guidelines for College restructuring, the following must be embraced:

- Keep restructuring simple;
- Form must follow function;
- Recognize that the current organizational structure allows the College to do many things effectively;
- Restructuring must foster interdisciplinary programs within and beyond the College;
- Listen to the faculty concerns;
- Make changes only for good reasons;
- One size does not fit all;
- Avoid adding administrative layers;
- Assign responsibility and authority near the organizational levels where faculty do their work;
- Be strategic; and
- Focus on desired outcomes.

**Branch station superintendents’ guidelines**

In a series of proactive, future-oriented conversations, many by videoconference, the College’s branch experiment station superintendents developed and proposed transformative approaches to the branch experiment station network. They offered these principles to guide change:

- Serve current and future needs of stakeholders while also supporting the University, Division of Earth Systems Science, College, schools, departments, and programs;
- Each station is unique in its abilities to address the specific economic, social, and environmental needs of surrounding local and regional communities;
- Recognize the potential of branch experiment stations to act as regional laboratories and educational hubs that advance partnerships and programs with a range of clientele groups and organizations (local school systems, community colleges, OSU departments and colleges, other universities, federal and state agencies, non-governmental organizations, and other private enterprises);
- Support the dual mission of improving both utilization and sustainability of agriculture and other natural resource-based industries;
- Provide incentives and administrative support for harmonizing and integrating research, teaching, and outreach and Extension programs;
- Create incentives and opportunities for enhancing local, state, national, and international grants and revenues consistent with stakeholder, University, and National Institute of Food and Agriculture priorities and goals;
- Support technology and investment to improve branch experiment station integration and participation in broader College of Agricultural Sciences and University programs;
- Focus interdisciplinary and systems approaches necessary to address complex challenges on issues of applied ecological and food systems;
- Create opportunities to address problems involving multiple “community laboratories,” industries, and ecosystems, and foster projects at the landscape scale necessary to attract major partners and funding; and
- Support development of integrated statewide education and Extension programs networking via “hubs” with communities, industries, partners, and academic departments.
Current organizational structures

**Academic departments in the College of Agricultural Sciences**

- Agricultural Education and General Agriculture
- Agricultural and Resource Economics
- Animal Sciences
- Biological and Ecological Engineering
- Botany and Plant Pathology
- Crop and Soil Science
- Environmental and Molecular Toxicology
- Extension and Experiment Station Communications
- Fisheries and Wildlife
- Food Science and Technology
- Horticulture
- Rangeland Ecology and Management

**Academic departments joint with the College of Science**

- Chemistry (1.1 AES FTE)
- Microbiology (4.2 AES FTE)
- Statistics (1.8 AES FTE]

**Programs**

- Bioresource Research
- Entomology

**OSU Agriculture Program at Eastern Oregon University**

The OSU College of Agricultural Sciences Program at Eastern Oregon University (EOU) was established in 1984 to offer access to OSU degrees in agricultural and natural resources related studies for students who chose to matriculate at the EOU campus in LaGrande. Since the program’s establishment, the College has maintained six faculty lines (two each in Rangeland Ecology and Management, Crop and Soil Science, and Agricultural and Resource Economics) at EOU to deliver upper division courses required for students primarily majoring in Agricultural Business Management, Environmental Economics Policy and Management, Crop and Soil Science, and Rangeland Ecology and Management. As of Fall 2009, approximately 150 students were enrolled in the programs (including 10 students who have a minor in a College of Agricultural Sciences degree). During Fall 2009, 21 entering freshman and 30 transfer students joined the program. The program generates more than 2900 student credit hours (SCH) per year.
**Branch experiment stations**

The College currently has a network of 11 branch experiment stations at 15 locations.

- Central Oregon Agricultural Research Center
  - Madras
  - Powell Butte
- Coastal Oregon Marine Experiment Station
  - Newport
  - Astoria (OSU Seafood Laboratory)
- Columbia Basin Agricultural Research Center
  - Pendleton
  - Moro (known as the Sherman Station)
- Eastern Oregon Agricultural Research Center
  - Burns
  - Union
- Food Innovation Center Experiment Station, Portland
- Hermiston Agricultural Research and Extension Center, Hermiston
- Klamath Basin Research and Extension Center, Klamath Falls
- Malheur Experiment Station, Ontario
- Mid-Columbia Agricultural Research and Extension Center, Hood River
- North Willamette Research and Extension Center, Aurora
- Southern Oregon Research and Extension Center, Central Point

This network of stations evolved in response to OSU’s statewide Land Grant mission and, in particular, to address unique local needs of Oregon’s diverse agro-climatic environments. Approximately 30 percent of the Oregon Agricultural Experiment Station’s base budget is invested at branch experiment stations.

**Extension Agricultural Sciences and Natural Resources Program**

The Extension Agricultural Sciences and Natural Resource Program seeks to provide educational opportunities for Oregon residents’ diverse interests, such as local food systems, community horticulture, food safety, trade and marketing, and crop and animal production systems (on both large and small farms), among many others. The program serves all counties of Oregon and is integrated with other Extension programs and with branch experiment stations.

Faculty in this program are members of a number of academic departments in the College and participate in the promotion-and-tenure process of their respective academic departments. On campus, it is not unusual for Extension faculty to hold joint appointments that also include teaching or research. Most faculty are in the professorial ranks, although some in small farm and community horticulture programs are appointed as instructors. Extension faculty align with working groups that relate to agriculture and natural resources with special interest groups or audiences, specific commodities, and identified production systems.

**Additional program elements of the College**

In addition to what has been described above, the College of Agricultural Sciences administers a number of other important programs and activities. They include the Aquafish Collaborative Research Support Program, Integrated Plant Protection Center, Marine Mammal Institute, and others. For information about collaborative relationships, please see also the section [Connections to other colleges](#) on page 15.
The character of a “new” College

Message from the dean

Understanding and addressing society’s evolving needs is key to the Land Grant university mission. Meeting current and future challenges in agriculture, natural resources science and management, and other dimensions of quality of human life requires excellence in disciplinary sciences and the flexibility to form issues-driven, trans-disciplinary approaches. But—especially in a state with such diverse natural resources, climate, soils, and varied agricultural enterprises—maintaining our accustomed excellence and flexibility while budgets are dramatically declining necessarily means a refined vision and a narrower focus. It also drives restructuring and new business models so the College may accommodate a smaller state funding “footprint.”

The College that emerges as a product of these changes will be able to meet fewer of the expectations that were described to me in the many individual conversations and in Town Hall meetings with students, faculty, staff, agricultural producers, natural resource managers, food processors, business leaders, non-governmental organizations, commodity groups, political leaders, and myriad other stakeholders inside and outside the College. While we certainly will build on existing strengths and seek to be even better at what we do, there will be fewer departments in the College. They will look different than they do today. Some will have unfamiliar names. Faculty will find themselves with new departmental colleagues. As a result of these changes, we will continue to work together and to be fully engaged with the College’s many stakeholders. We will be attentive to the needs of Oregon, and to the needs and goals of our students. We will continue to strive for and achieve excellence. I solicit your continuing support and confidence in a College that has demonstrated for well more than a century its commitment to deliver.

—Sonny Ramaswamy, Dean

Vision, focus, and a new name for the College

The College will be preeminent in its mission, as a result of undertaking discovery with purpose, delivery of innovative educational programs, and having positive impact on people, communities, and the economy. The College will promote trans-disciplinary scholarship, be student-centered and research-intensive, engaged and stakeholder-driven, and will ensure an inclusive environment.

The College will focus on the following signature areas:
- Sustainable food and agricultural systems.
- Bioproducts, biomaterials, and bioenergy.
- Natural resource stewardship.
- Environmental and human well-being.
- Fundamental sciences.

Stakeholders internal and external have asserted for some time that a name change for the College is long overdue. With their encouragement and support—and as part of the realignment and restructuring efforts and consonant with a refined vision and focus—the College will propose a new name: College of Food, Agricultural, and Natural Resource Sciences.

Strategically restructuring the College

Restructuring of the College must ensure that we will have the optimum configuration to make the best use of Oregon’s investments in providing academic programs, conducting research, and delivering Extension and outreach. The proposed changes also must strategically improve support for faculty research initiatives, centralize support for many aspects of College business, and
ensure even delivery to all faculty. As part of the restructuring, faculty will have an opportunity to choose the unit that they would like to be associated with in future, but such moves will require the dean’s approval; and all faculty position descriptions will be systematically reviewed and revised as appropriate, reflecting potential new emphases and responsibilities.

Because it has many nationally and internationally recognized programs and faculty, the College will build to a future that will retain faculty and increase the attractiveness of OSU to the next generation of faculty and students. Many strong programs are severely limited because of crumbling infrastructure. As part of the restructuring, the College’s goal is to provide a sustainable level of enabling support for all faculty. Effective deployment of space and supporting infrastructure will increase by moving the management of these from the department to the College level; this includes coordinating the management of the Corvallis farm facilities, on-campus greenhouses and growth facilities. This change will increase the cost-effectiveness of facility use, ensuring that the most productive research programs can utilize the highest quality facilities.

Future faculty hires will be clustered on a multi-unit basis where each addition will be strategic in filling gaps in educational capabilities, research, and Extension. It is anticipated that collaborations with faculty beyond the College and Division of Earth Systems Science (ESS) will be enhanced through development of new University-wide graduate programs for which additional “Faculties of…” will deliver curricula at the cutting edge of the science.

By consolidation of smaller departments or those with similar programs, it will be possible to increase the quality of science and teaching programs, enhance synergies, eliminate duplication, improve enabling support and use of facilities and resources, standardize expectations, and improve mentoring of new faculty.

In order to meet the guidelines and expectations of the University on reducing our College’s footprint, the following decisions have been made:

• University approval will be sought for the College to be renamed College of Food, Agricultural, and Natural Resource Sciences.

• Academic units will be reduced from 12 to nine by merging some of the departments. The names being proposed here for departments and schools are meant only to be placeholders and may be modified as faculty engage in additional conversations. Additional information is provided on page 8.

• The current department heads of the units to be merged will engage in conversations with each other and their faculties to develop the mechanisms to consolidate all programmatic, academic, budgetary, curricular, and support operations. The dean will name one individual to be the lead administrator for the merged units.

• All current students will be allowed to complete the degree for which they are enrolled.

• Merger of units and elimination, consolidation, or creation of programs, majors, “Faculties of…,” and name changes will require Category 1 or Category 2 proposals to be submitted in a timely fashion to the University for approvals.

• Faculty in all units will have an opportunity to declare choice of association, but such moves will require the dean’s approval.

• Faculty will be expected to review and revise position descriptions reflecting potential new emphases, assigned duties, and responsibilities, and to propose revised position descriptions for approval.

• The College has Agricultural Experiment Station FTE in the departments of Microbiology, Statistics, and Chemistry (units shared with the College of Science). That FTE investment is expected to continue, although some faculty in those units may choose to associate with a new unit. AES funding in the College of Veterinary Medicine and College of Health and Human Sciences likewise will remain in place for now. All such investments will be assessed to ensure that those programs and activities are fully consistent with the mission and priorities of the Agricultural Experiment Station.
• The OSU Agriculture Program at EOU will have a new character, and result in reducing the significant deficits that have been occurring during the past several years. Additional details are provided on page 11.

• No immediate major structural changes are proposed for the current system of 11 branch experiment stations at the 15 locations; however, this requires local monetary support as articulated by the dean to the stakeholders—the goal being 25 percent of base programmatic support, for which additional details are provided on page 12. The decision to stay with the current number of branch stations may be revisited if economic conditions worsen in future years. There will be an expectation for greater coordination and integration between stations, between the stations and county Extension staff and offices, and with academic units on campus.

• There will be greater integration of the Extension Agricultural Sciences and Natural Resources Program with the branch experiment stations, and will utilize a “hub and spoke” model of integrating administrative and potentially programmatic functions between the stations and county Extension offices, where the station might serve as the hub for administrative support, and reach out to the surrounding counties where county Extension faculty deliver programs. Additionally, with a net reduction in the number of FTEs in Extension, we expect there will be greater reliance on joint, integrated research and Extension positions at the regional and county levels. Additional details are provided on page 13.

**Academic departments and schools**

**Department of Applied Leadership, Education, and Communications**

**ACTION:** Merge the Department of Agricultural Education and General Agriculture and the Department of Extension and Experiment Station Communications.

**INTENT:** Leverage expertise in teaching pedagogy, leadership, and a broad array of communications media as educational outreach for the statewide public service programs.

**Department of Animal and Range Sciences**

**ACTION:** Merge the Department of Animal Sciences and the Department of Rangeland Ecology and Management (already ongoing).

**INTENT:** Enhance synergy among faculty in livestock production, animal welfare and behavior, and forage management to deliver programs that stakeholders value and depend upon for the economic viability of their businesses.

**Department of Applied Economics and Policy Studies**

**ACTION:** Change the name of the Department of Agricultural and Resource Economics and signal the department’s relevance to contemporary economic and policy issues.

**INTENT:** Evolve programs of the Department of Agricultural and Resource Economics to a unit with potential for broad impacts in contemporary applied economics and policy education, research, and outreach.

Continue efforts to seek synergies of this program for ESS division-level integration with the social sciences efforts in the College of Forestry to create a School of Applied Economics and Policy Study. Opportunity to participate in this school will be University-wide.

**Department of Biological and Ecological Engineering**

**ACTION:** Charge the Department of Biological and Ecological Engineering to identify an ESS division-level integration of faculty and staff to form a new school focusing on ecological engineering systems.
INTENT: Formation of a new school that focuses on engineering solutions to protect and enhance productivity of ecological systems is of substantial value to the University. An ESS division-level effort between this department and faculty in the College of Forestry offers greatest potential. Specific alignments are within the domain of the faculty. Merger with another department in the College is a less attractive, but necessary, alternative if creation of the new school in collaboration with faculty in College of Forestry is not in progress by June 30, 2011.

Department of Environmental and Molecular Toxicology
ACTION: The Department of Environmental and Molecular Toxicology will maintain its basic disciplinary structure and organization in restructuring the College, but with the following caveat.
INTENT: Assure broad-based application of core expertise in human and environmental health protection. Seek synergies of this program with the Department of Biological and Ecological Engineering; and engage faculty in other departments who may wish to join this department.

Department of Fisheries, Wildlife, and Conservation Biology
ACTIONS: A Category I proposal was submitted on March 5, 2010 to change the name of the “Department of Fisheries and Wildlife” to the “Department of Fisheries, Wildlife, and Conservation Biology” to better represent to the University, students, and public the nature of the department’s mission. The department is ranked as number one in wildlife and number two in fisheries programs in the United States; the name change recognizes that the department intends to retain its leadership at the forefront of the discipline.
INTENT: Maximize impact of natural resource science and management programs through (1) conversations with faculty in the College of Forestry around potential synergies; and (2) engaging faculty in other departments who may wish to join this department.

Department of Food Science and Technology
ACTION: The Department of Food Science and Technology will maintain its basic structure and organization in restructuring the College, but with the following caveat.
INTENT: The College encourages Food Science and Technology to continue to seek synergies with the Department of Environmental and Molecular Toxicology and Department of Biological and Ecological Engineering. The department should also welcome conversation with individual faculty from other units who wish to explore affiliation to enhance program quality.2

School of Horticultural, Crop, and Soil Sciences
ACTION: Consolidate the Department of Horticulture and Department of Crop and Soil Science into the School of Horticultural, Crop, and Soil Sciences.
INTENT: Ensure a high degree of coordination of applied plant sciences across the College and focus limited resources on research, Extension, and academic programs of crop production systems, plant breeding and genetics, production agriculture and small farms; plant-based food and farming systems sciences, integrated crop management, and other areas. Most of the members of this school will also belong to the Faculty of Plant Sciences (see below).

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2 The Department of Food Science and Technology currently has 17 faculty FTE. However, the department will likely see additional FTEs as a result of positions to be filled for the Oregon Wine Research Institute.
Department of Plant, Microbial, and Insect Biology

ACTION: Form a unit, the foundational members of which will be current faculty in the Department of Botany and Plant Pathology, that will include the majority of plant, microbial, and insect biology within the College of Food, Agricultural, and Natural Resource Sciences.

INTENT: Provide fundamental science support for the College in the areas of plant biology, plant pathology and microbiology, and insect biology. The plant pathologists and entomologists will participate in supporting plant health and integrated plant protection efforts in the College.

Most of the members of this department will also belong to the “Faculty of Plant Sciences” and participate in the delivery of both undergraduate and graduate plant science courses and majors; they will also continue to participate in Molecular and Cellular Biology and other University-wide graduate training. Additionally, this department will coordinate curricular efforts in entomology.

Programs

Understanding and addressing society’s needs is key to the Land Grant university mission. Meeting current and future challenges in agriculture, natural resources science and management, and other dimensions of quality of human life requires not only excellence in disciplinary sciences, but also the flexibility to form issue-driven trans-disciplinary teams. The College proposes to continue to use programs and centers to facilitate issue-driven trans-disciplinary teams including the Bioresource Research Program and Entomology Program; and the Integrated Plant Protection and National Pesticide Information centers. Examples of additional programs and centers being considered include Rangeland Ecology and Management Program, Toxicology Program, and Food Safety and Microbiology program; and the Center for Sustaining Agricultural and Food Systems. Administration of programs and centers may be at the department or school level, or at the college level.

Faculties of…

To further its teaching mission, the College will implement a “Faculties of…” model. The concept of “Faculties of…” refers to a group of teaching faculty that transcends departments and whose members self-select into a curricular area. Collectively, these faculty would design and deliver curricula, and work to advance student success and engagement.

At the undergraduate level, implementing the concept of “Faculties of…” is intended to facilitate the establishment of multi-departmental and multi-disciplinary degree programs. It is anticipated that these degrees would officially reside at the College level and would replace some—but not all—existing departmental undergraduate degrees.

At the graduate level, implementing the concept of “Faculties of…” is intended to facilitate the establishment of additional multi-departmental degrees (e.g. applied economics, molecular and cellular biology). It is anticipated that these degrees would officially reside at the Graduate School, and would replace some—but not all—existing departmental graduate degrees.

The “Faculty of Plant Sciences” is an example of this concept that is already working on revising and delivering curricula within the plant sciences. Additional efforts to consolidate curricular efforts for graduate and undergraduate programs will be evaluated.

The Department of Botany and Plant Pathology was transferred administratively to the College of Agricultural Sciences on January 1, 2010. Existing faculty in the department who have majority FTE in the College of Science may choose whether to move entirely into the College of Agricultural Sciences (with their FTE) or to stay in one of two proposed life sciences units in the College of Science. Alternatively, some may choose to retain joint appointments.
Faculty of Plant Sciences

Faculty and heads of departments involved in plant sciences in the College of Agricultural Sciences and College of Forestry have engaged in a number of discussions on creating a “Faculty of Plant Sciences” within the Division of Earth Systems Science. Over the next several months, additional discussions must occur. Preliminary conclusions from earlier conversations include:

- There are sufficient similarities among plant science career areas that identifying core class offerings is quite reasonable. At the same time, it is recognized there are unique technical knowledge and skill requirements among career areas and that, if an area is going to be offered as an OSU option, then these unique classes must be provided.
- Core curricular offerings require permanence and stability to facilitate student planning but, at the same time, flexibility necessary to allow non-core offerings to change in a timely way to meet changing student needs.
- In some cases, the core will be specific classes. In other instances, the academic core will be a suite of classes from which students can choose.
- A curriculum committee at the College or ESS Division level will be necessary to coordinate core and associated option classes.
  
  To be effective, such a committee will require authority to match its responsibilities.
  Specific class responsibility might be assigned to particular departments that are then afforded flexibility to negotiate with other units for class teaching options.
  Perhaps have core teaching FTE at the College or ESS Division so there is central control.

- Continue to emphasize high-quality advising for which the College of Agricultural Sciences and College of Forestry already are recognized.

- Students, alumni and clientele (as well as faculty and staff) have a need for departmental, unit, and degree names with which they can identify—the concept of “home.” This perceived need creates restrictions:
  
  Students often are looking for specific words when they do searches for degree programs.
  Alumni, donors and clientele have historic allegiance to names.
  Certification program of various types (rangeland, forestry) require specific classes and names.

- Transcript-visible options can exist within a plant science degree. Although classes required for each option must be offered efficiently in terms of faculty teaching time, individual options need not meet guidelines set forth by OSU in terms of a minimum number of graduates per year.

- Options could be within a degree and also at the College or ESS Division level.

- Have as few options as possible, with as much consolidation in class offerings as possible, but to not forego delineation of options needed to meet student needs.

- Effective use of teaching faculty resources should be a principal main driver.

- Options with many similar classes will allow students to more readily change options and will likely lead to many double-option degrees.

OSU Agriculture Program at Eastern Oregon University

Changes are proposed for the OSU Agriculture Program at Eastern Oregon University (EOU Program) to help close a significant operating deficit and to reflect changes proposed for the College’s academic structure and undergraduate degree program. Key aspects of the proposed changes in the EOU Program include:

- Effective July 1, 2011, combine the OSU Agriculture Program at Eastern Oregon University and the Eastern Oregon Agricultural Research Center at Union into a single administrative, budgetary, and programmatic unit called the Eastern Oregon Agricultural Unit. Program budgets would be moved from the individual departments involved in the OSU Agriculture Program at EOU to this consolidated Eastern Oregon Agricultural Unit (EOAU). Larry
Larson will continue to serve as the EOU program coordinator. The College will seek University approval for a name change for the OSU Agriculture Program at EOU to the OSU Agriculture and Natural Resources Program at EOU.

- Tenure homes for OSU faculty at EOU will remain in the appropriate academic units of the College of Food, Agricultural, and Natural Resource Sciences. Curricular responsibilities would be vested in the appropriate College units being created. The EOAU leader will work with the EOU program coordinator and department heads, as appropriate, on programming needs and delivery (teaching, research, Extension).

- Continue to work with senior administrators of Eastern Oregon University to negotiate a new funding model along the lines that university has used with other institutions (e.g., OSU would receive tuition and RAM dollars for courses we teach and compensate EOU for the cost of hosting the program). This new revenue model would be expected to reduce by at least half of the existing shortfall and make the revenue generation transparent and predictable. This would replace the current “settle-up” process. Funding would also increase or decrease based on student credit hours so that College of Agricultural Sciences administration could adjust program resources accordingly.

- Restructure programs to achieve additional savings necessary to avoid future deficits. Given current and likely student numbers and student credit hours, reduce the College’s Education and General budget FTE commitment to 4.0. Applying current College on-campus ratios of Education and General budget faculty-FTE-per-student or per-student-credit-hour to current student numbers and current student credit hours data results in support for approximately 2.5 FTE. We will transition to the 4.0 FTE level using retirements and reassignments. In consultation with the EOU program coordinator and faculty, and with OSU department heads, the EOAU leader will determine how to deploy FTE most effectively (e.g., split appointments, tenure-track appointments, instructor appointments, etc.). Education and General budget support beyond faculty FTE will be determined when the combined unit is established July 1, 2011, based on the new revenue model.

- Adjust current degree programs to be compatible with 4 faculty FTE (i.e., 2 Rangeland Ecology and Management, and Animal Science FTE; 1 Crop and Soil Science FTE; and 1 Agricultural Business Management FTE); the new revenue model; and the broader College undergraduate program restructuring. The Environmental Economics Policy and Management degree would be discontinued; the Agricultural Business Management degree may be delivered via “hybrid” or “residency” options; center the Rangeland Ecology and Management degree at EOU; transition the Crop and Soil Science degree in concert with the new focus on plant sciences and EOU program needs; consider other EOU-focused possibilities, e.g. ranch management degree; use interactive distance delivery for core courses to reduce redundancy; use E-campus to provide supplemental degree options and supplemental coursework; and take other such measures, as appropriate.

- Consistent with the changes described here and the broader College transformation, position descriptions for all faculty will be systematically reviewed and revised as appropriate. The expectation is that individuals would have a minimum of 0.15 FTE in any assigned mission area.

- Implementation will begin July 1, 2010. Transition will require two to four years to accommodate current students, faculty transitions, changing institutional cash flows, degree changes, and so forth.

**Branch experiment stations**

The existing network of branch experiment stations evolved to meet needs of Oregon’s diverse agro-climatic environments. Given these unique local needs and the College’s statewide Land Grant mission—coupled with the strong support for each of the branch stations voiced by stakeholders in recent Town Hall meetings and related conversations—no immediate major structural changes are proposed for the current system of 11 branch experiment stations at the 15 locations. Instead, during the next three years, the College will work with stakeholders to develop
alternative and supplemental sources of recurring base funding for the branch stations. For the new business model, the College will commit to match each recurring local dollar pledged for base station support with a minimum of three recurring dollars of state or federal funds. The feasibility of maintaining the existing network of stations will be revisited in the context of the 2011-2013 state budget, as well as monetary support pledged by local stakeholders.

Concurrently, the College will:

• Engage in further conversations with Extension regarding opportunities for greater integration of the branch experiment stations as hubs in a regional research and Extension “hub-and-spoke” model.
• Invest in information infrastructure to enhance communication and increase efficiencies.
• Explore options for a more unified, coordinated, and collaborative branch experiment station organization to leverage the stations’ diversity, local connections and partnerships, and trans-disciplinary experiences. The station superintendents have provided conceptual guidance for exploring a more transformative model. For their report, please see this link: http://agsci.oregonstate.edu/about/planning-for-change.

Extension Agricultural Sciences and Natural Resources Program

In the context of Oregon’s geography, the network of branch experiment stations, county offices of the OSU Extension Service, and the Corvallis campus with subject-matter assignments, Extension programming will continue to be designed for the greatest impact for Oregonians. The College is committed to partnership with Extension administration for structural and program design.

The character of the College’s Extension programming

For the Extension Agricultural Sciences and Natural Resources Program to prosper and provide significant value to the people of Oregon, despite declining state revenues there are four keys to success:

1. Greater service to urban audiences, both electronically and in person (urban horticulture, local food systems, small farms).
2. Development of new revenue streams and funding partnerships aside from traditional state and federal funds.
3. Improved electronic access to Extension educational materials in the form of courses (credit and non-credit), certificate programs, publications and technology enhanced learning modules. First priority should be on horticulture and food preservation given the huge popularity of these topics with our citizens. OSU has a great opportunity and capacity to serve urban audiences in these broad topical areas. (Other topics will develop over time.)
4. Program excellence and impact for large and small farm commercial audiences especially in rural areas.

Other dimensions of planning for the future of an effective Extension Agricultural Sciences and Natural Resources Program include:

• Faculty will further integrate programming across the three missions. This will include teamwork and joint appointments among research, teaching, and Extension.
• Enhanced connectivity and mission integration with the branch experiment stations that may well become the locational home for faculty members who serve a large region or have a statewide assignment. Extension educators, together with researchers at the station, will form a hub of expertise for the surrounding area.
• The College endorses and supports a funding partnership with OSU Extension in which program leadership and accountability resides with the College, funded by a program-focused block grant from Extension.
• The College will accelerate the integration of teaching for credit, non-credit (traditional and new Extension audiences), and certificate programs.

• Extension teaching will be done in traditional face-to-face forums, but electronic delivery of programs and information (publications and learning modules) will be greatly expanded; this will assist with our reach into urban areas.

• New revenue streams will be developed to grow the programs, including increased fees, grants, contracts, and partnerships. In the small farms and community horticulture areas we anticipate that faculty will be able to secure about 10 percent of their salary from these new revenue streams. This is the primary mechanism for improving budget flexibility.

• A diversity of appointment types to best fit program needs will be utilized (tenure track and fixed-term, instructor and professor).

• Development of community or regional funding sources will be coordinated with the branch experiment stations and county offices of OSU Extension. Each station has a goal of securing 25 percent of its budget from local or other non-state sources.

• Further integration with the College of Health and Human Sciences related to obesity and nutrition education and research.

• Further integration with Extension Forestry and Natural Resources Program, and with the Sea Grant College in natural resource education.

• Further integration with 4-H Youth development related to agriculture and natural resource education.

These ideas are guiding the development of a staffing plan with 15 percent fewer dollars available.

**Staffing plan for the Extension Agricultural Sciences and Natural Resources Program**

The College of Agricultural Sciences is developing for its Extension program a new staffing plan that reduces reliance on state funds by $1.6 million (15 percent) annually from FY 2009-2010 to FY 2010-2011. In general, field-based faculty will be assigned to a county, a group of counties, a major portion of the state, or assigned to the entire state. All faculty members will utilize their skills and expertise within and beyond their county borders. Those assigned to a certain county or small number of counties will have potentially three major roles:

- Community-level leadership with representation of and connectivity to all of OSU;
- First responder for agricultural issues;
- Applied research and educational programs in a field of agricultural sciences or natural resources that makes a difference for communities of place and communities of interest.

Faculty members will contribute to teams.

Faculty members assigned to larger regions or working statewide will have a much lower or no expectation in the first two roles described above, but will have increased emphasis on the third role. Positions will have assignments considering subject matter, production system, geography, and the infrastructure of county offices and branch experiment stations. On rare occasions “generalist” assignments may be made.

Over time, and as the budget permits, program innovation funds will be made available to regional or statewide teams. Doing so will help promote interdisciplinary integration of teaching, research, and Extension.

Faculty members at the instructor level and above will continue to be members of academic departments as laid out in the departmental design section for the College. Most field-based faculty will be in Horticultural, Crop, and Soil Sciences; Animal and Range Sciences; and, possibly, Plant, Microbial, and Insect Biology.
**Information technology support**

Information technology (IT) support in the College of Agricultural Sciences historically has been left to the individual operating units rather than being centralized. A variety of strategies are now in place at unit or multi-unit level across the College. A recent review of IT support University-wide (with a focus on IT governance and cost-reduction) called attention to the College of Agricultural Sciences as the only major unit that had not centralized its IT operations.

During Winter Term 2010, a working group commissioned by the College’s on-campus unit leaders began exploring opportunities for cost-saving and greater efficiency and effectiveness in on-campus IT support. (Off-campus IT support by Community Network for branch experiment stations and Extension Service offices is judged to be working effectively.) The on-campus working group devised a model that illustrated essential IT support functions and identified those that might be performed in some centralized manner and those best carried out at the College or unit level. It also considered potential partnerships with IT support from OSU Information Services, College of Forestry, or the COSine unit of the College of Science. The working group also discussed alternative funding models, including centralized funding by the College.

Recommendations from this working group are expected before the end of March and will be delivered to the unit leaders who commissioned the working group as well as to the College administration. Given the broader structural changes described in this transformation-planning document, it is an appropriate time for the College’s administration to take up the larger question of IT support, including potentially choosing to centralize support. The working group’s report, in the context of the larger University consideration of IT governance, will inform the College’s decisions.

**Connections to other colleges**

The College has a long history of investment in and engagement with other colleges including College of Science, College of Veterinary Medicine, College of Health and Human Sciences, College of Forestry, College of Engineering, and the College of Liberal Arts; as well as with many of the University centers and institutes including: Center for Genome Research and Biocomputing, Cooperative Institute for Marine Resources Studies, Environmental Health Sciences Center, Laboratory Animal Resource Center, Linus Pauling Institute, Oregon Climate Change Research Institute, Oregon Sea Grant, Institute for Natural Resources, Hatfield Marine Science Center, and Institute for Water and Watersheds. In this era of declining state support, the College must ensure relevance to mission and priorities as well as a high level of accountability for these investments at the same time it looks for opportunities to enhance these important partnerships.

**Within the Division of Earth Systems Science**

A number of potential, enhanced connections with departments and programs in the College of Forestry have been discussed, including applied economics and policy, plant sciences, leadership and communication, natural resources and conservation biology, and biomaterials and ecological engineering. There are also potential connections with the College of Oceanography and Atmospheric Sciences around applied economics and policy, marine resource management, and soil sciences.

**Outside the Division of Earth Systems Science**

The College will be reviewing its Agricultural Experiment Station investments in the College of Veterinary Medicine, College of Health and Human Sciences, and College of Liberal Arts in light of changes being proposed in those units and how those changes map with changes being made internally. There are also opportunities to enhance our long-term relationship with the College of
Engineering particularly in the areas of sustainable energy and a technology center for food and agricultural systems.

The College supports a University-wide statistics program to ensure availability of appropriate teaching and research support in statistics. The College will continue to invest in this area.

Many of this College's connections are to the College of Science. Thus, the College would expect to continue to have joint faculty in the new life sciences units being proposed in Science, and perhaps in the Department of Chemistry. The College has the expertise to be engaged in teaching in the life sciences and potentially other areas such as chemistry.

With the move of the Department of Botany and Plant Pathology, the College is committed to maintaining and building on that unit’s historical contributions to the biology teaching program. One suggestion is to move to a model used by many of Oregon State’s aspirational peers such as the University of Wisconsin where core courses as in biology are delivered by faculty from multiple colleges through the Institute for Cross-College Biology Education (http://www.biology.wisc.edu/Academic_Programs/Biology/index.asp).

The College has a significant presence in the area of Science, Technology, Engineering, and Math (STEM) education, and will seek opportunities to participate in the University-wide efforts in this area, including the Center for Research on Lifelong STEM Learning being proposed by the colleges of Science and Education.

Additionally, as part of the restructuring and realignment occurring on campus, the College would expect to have a stronger role in teaching baccalaureate core courses.

**Next steps and implementation**

The College’s realignment and restructuring proposal will be submitted to the Strategic Alignment and Budget Reduction Review Committee (SABRRC) during the week of March 15, and will be shared at that time with the entire College community, including internal and external stakeholders.

The College will seek responses during April and May 2010 from the SABRRC and from internal and external stakeholders. The proposed structure, names of units within the College, and other changes may be adjusted within the construct of the proposed nine-unit model for the College, and a final model will be set in place on July 1, 2010.

During the period of July 1 through December 31, 2010, units to be merged, including cross-college mergers, will undertake facilitated retreats and discussions to consolidate programmatic, academic, budgetary, curricular, and support operations. Appropriate proposals will be submitted to the University for approval. Faculty in all units will have an opportunity to declare choice of association, with the approval of the dean, and will be expected to review, revise, and gain approval for position descriptions reflecting potential new emphases and responsibilities.

Some programs such as the new model for the OSU Agriculture and Natural Resources Program at EOU will be initiated on July 1, 2010, but likely take two to four years to complete restructuring.

No immediate major structural changes are proposed for the current system of 11 branch experiment stations at the 15 locations, but there will be greater coordination and integration among stations, among the stations and county offices and staff of OSU Extension, and with academic units on campus. Additionally the goal of attaining 25 percent local monetary support for the stations will likely take up to three years to become fully operational.

There will be greater integration of the Extension Agricultural Sciences and Natural Resources Program with the branch experiment stations that will utilize a “hub-and-spoke” model of administrative, and potentially programmatic, functions among the stations and county Extension
offices. With a net reduction in the number of FTEs in Extension, there will be greater reliance on joint integrated research and Extension positions at regional and county levels. The latter will be undertaken in concert with planned realignments of OSU Extension Service, and will likely take two to four years to become fully operational.

The College will restructure budgets on July 1, 2011, to reflect new faculty associations, and will also simplify College budgeting processes, provide greater budget certainty, and clarify channels for requesting funds. These and other restructuring efforts are intended to better enable work of faculty and staff—who are key to the continued success of our College.